DOCUMENT RESUME

ED 180 208 FL 010 741

AUTHOR	Coy, Joye Jenkins: And Others
TITLE	English as a Second Language Oral Assessment (ESLOA).
INSTITUTION	Literacy Volunteers, Inc., Syracuse, N.Y.
PUB DATE	78
NOTE	81p.
AVAILABLE FROM	Literacy Volunteers of America, Inc., 623 Midtown Plaza, 700 East Water Street, Syracuse, NY 13210 ($4.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Communicative Competence (Languages): Diagnostic Tests: *Educational Diagnosis: *English (Second Language): Grammar: Language Instruction: *Language Proficiency: *Language Tests: *Listening Comprehension: Speech Communication: *Speech Skills: Vocabulary

ABSTRACT

This diagnostic instrument was developed for use with non-English-speaking adult students. Four tests measure listening comprehension and oral proficiency at four levels of English proficiency. The Level One test assesses the student's ability to identify specific vocabulary items: no oral response is necessary. Survival vocabulary and the ability to express emotions and conditions in English are tested at Level Two. At Level Three, the student must answer information questions and follow patterns in the present and present progressive tenses. Finally, Level Four assesses the student's command of grammar in question formation, transformation of negative to positive, and formation of past and future tenses. In each test, the instructor uses pictorial aids and a series of short questions to elicit student response. The instrument is designed for use with one student at a time. At the end of each test, suggestions for classroom instruction at the appropriate level are offered. Appendices include a free expression test and definitions of terms. (Author/JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Copyright is claimed until 1983.
Thereafter all portions of the
work covered by this copyright
will be in the public domain.

This work was developed under a grant
(Contract Number G007507180)
from the Department of Health, Education, and Welfare,
Right to Read Program, for the U.S. Office of Education.
However, the opinions and other content
do not necessarily reflect the position or policy of the Agency,
and no official endorsement should be inferred.

(C) 1978 by Literacy Volunteers of America,Inc.
All rights reserved.
No portion of this book can be reproduced in any form
without written permission from the publisher.
Manufactured in the United States of America.

Literacy Volunteers of America, Inc.
Sixth Floor, Midtown Plaza
700 East Water Street
Syracuse, New York 13210

purposes of grouping and classifying. The information derived is meant to be a guide which will enable the tutor to meet the needs of the learner as quickly and efficiently as possible.

Description

The ESLOA is divided into four levels which are indicative of auditory comprehension and oral levels of English proficiency at the time of administration. Administration of the assessment is discontinued when the learner cannot satisfactorily complete the required number of items within a level.

Level One: Assesses the student's ability in terms of auditory comprehension and identification of specific vocabulary items. Nouns, verbs, and adjectives are featured. No oral response is necessary.

Level Two: Assesses the student's ability to use basic survival vocabulary and to express emotions and conditions in English. An oral response in English is required.

Level Three: Assesses the student's ability to answer information questions and to follow patterns set by the ESLOA examiner in the present and present progressive basic sentence tenses in English. Responses in complete sentences are encouraged.

Level Four: Assesses the student's ability in grammatical structure in the following language learning skills; formation of questions, transformation of negative to positive, and formation of past and future tenses.

Opportunities for free expression are provided in Appendix A.

ACKNOWLEDGEMENTS

The format of the ESLOA is based on information derived from these sources:

Texts

Chomsky, Noam, Syntactic Structure. Mouton and Company. Gravenhage, The Netherlands, 1963.

Finocchiaro, Mary, English as a Second Language: From Theory to Practice. Regents Publishing Company, 1974

Ginsberg, Herbert, Piaget's Theory of Intellectual Development. Prentice-Hall, Englewood Cliffs, New Jersey, 1969

Harris, David, Testing English as a Second Language. McGraw-Hill Book Company, New York, 1969

Lee, Laura, Developmental Sentence Analysis. Northwestern University Press, Evanston, Illinois, 1974

Tests

Ilyin, Donna, Ilyin Oral Interview. Newbury House Publishers, Rowley, Mass., 1974

James, Peter, James Language Dominance Test. Learning Concepts, Austin, Texas, 1974

Timiraos, Carmen and Perrel, Allen, Oral Placement Test for Adults. SWCEL, New Mexico, 1971

Consultants

Carmen Timiraos, Western Interstate for Higher Education, Boulder, Colorado

Rosie Casey, E.S.L. Consultant, Adult Education Resource Center, Colorado Department of Education

Literacy Volunteers of America, Inc. Research and Development Committee, chaired by Ruth J. Colvin, Founder, Literacy Volunteers of America

GENERAL INSTRUCTIONS

1. Whenever possible, administer the test in a room alone with the student.

2. Make the student feel comfortable and relaxed. Complete student information at the top of the ESLOA answer sheet. Ask:

   "Hello, how are you today? (tonight?)" "What is your name?" (These responses are not part of the test.)

   Administer Level One even if the student cannot answer, or hesitates to answer, these questions. (Fill in the line for ESLOA Level at the top right corner of the answer sheet whenever the assessment is completed.)

3. Read each question to the student, checking the appropriate response on the answer sheet.

4. No interpretations or helpful gestures should be used. An answer in the student's native tongue is incorrect because the purpose of this assessment is to obtain a measure of the ability to understand and respond in English.

5. Proceed through the assessment, level by level, until the criterion specified on the Answer Sheet is not met. The student's ESLOA Level is the last level at which the specified criterion is successfully met. For example, the student passes Levels One, Two, and Three, but does not pass Level Four. The ESLOA Level is Three.

6. Refer to the "Suggestions for Teaching" which follow each assessment level for direction in planning lessons appropriate to the student's abilities as determined by the ESLOA.

LEVEL ONE (Auditory comprehension; identification of specific vocabulary items.)

Directions

1. Show the student the following nine picture pages, holding the book so that you can read the question printed on the opposite page.

2. Any question may be repeated once.

3. The student may answer verbally or point to the picture. Note whether most responses are verbal or non-verbal in the appropriate blank on the Answer Sheet.

4. Check correct responses on the answer sheet.

5. Write incorrect responses in the spaces provided on the answer sheet.

ED180208

English as a Second Language Oral Assessment (esloa)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Literacy Volunteers of America, Inc.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL010741

ENGLISH AS A SECOND LANGUAGE

ORAL ASSESSMENT

(ESLOA)

Developed by

Joye Jenkins Coy, Ed.D., Project Director
Consortium of Adult Reading Academies
University of Northern Colorado
Greeley, Colorado

David Gonzales, M.A., ESL Coordinator
Aims Community College
Greeley, Colorado

Kathy Santopietro, B.A., Associate Director
Consortium of Adult Reading Academies
University of Northern Colorado
Greeley, Colorado

Illustrated by
Barbara Attridge

Literacy Volunteers of America, Inc.

CONTENTS

Introduction	3
Acknowledgements	5
General Instructions	7
Level One	
Directions	9
Questions	11-27
Suggestions for Teaching	28
Useful Techniques	28
Level Two	
Directions	29
Questions	31-41
Suggestions for Teaching	42
Useful Techniques	42
Level Three	
Directions	43
Questions	45-67
Suggestions for Teaching	68
Useful Techniques	68
Level Four	
Directions	69
Questions	70-73
Suggestions for Teaching	74
Useful Techniques	74
Appendix A	
Free Expression	75
Appendix B	
Definition of Terms	76-79

INTRODUCTION

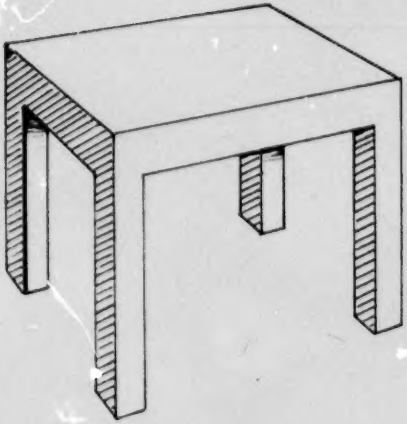
Purpose

This diagnostic instrument was developed for use with adult students who are speakers of other languages. Designed to provide tutors with a brief, efficient measure of their student's ability to speak and understand English, the ESLOA can be used to determine :

a. approximate student entry levels
b. subsequent student progress levels
c. a student's ability to follow directions
d. a student's ability to follow English patterns
e. a student's ability to use specific basic vocabulary

Rationale

Experienced teachers of ESL/ESOL realize that students cannot be grouped into one large mass entitled, "ESL". These teachers are aware of the fact that there are several levels of ESL proficiency and that a knowledge of the entry and progress level of their students is beneficial in planning relevant instructional activities. The ESLOA is divided into four levels of English proficiency that may or may not be consistent with other assessment instruments. These four levels are described on the next page. The assessment does not propose to label adult learners for the



Directions - Question 1, Level One, First Picture Set

1. Say:

   "Look at the pictures."

2. Point to the pictures and ask:

   "Where is the table?"

SMITHS
SALE

SCHOOL

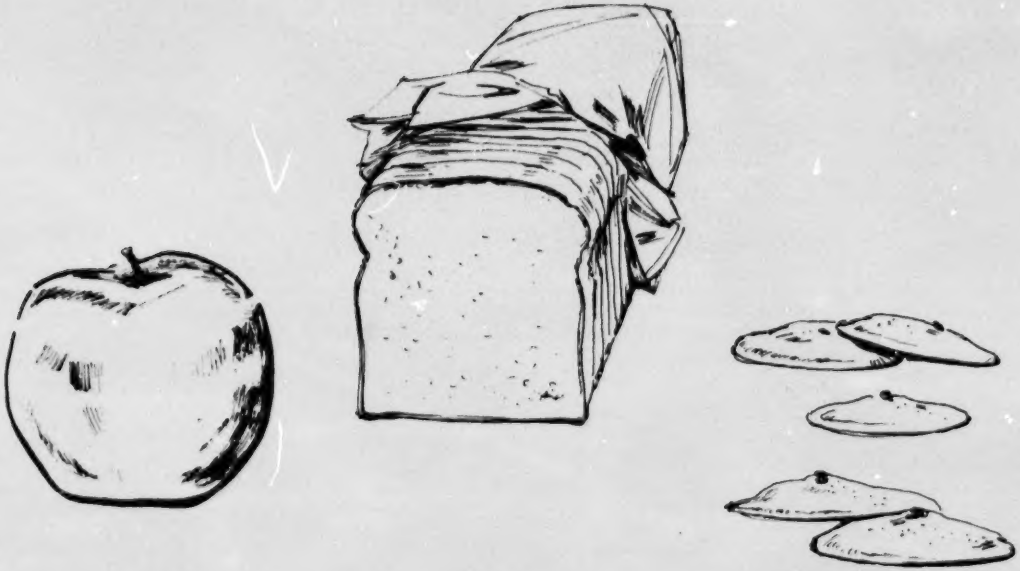
Directions - Question 2, Level One, Second Picture Set

1. Say:

   "Look at the pictures."

2. Ask:

   "Where is the school?"



Directions - Question 3, Level One, Third Picture Set

1. Say:

   "Look at the pictures."

2. Ask:

   "Where is the bread?"

3. As soon as the student understands the procedure, you may discontinue saying, "Look at the pictures." Go directly to the question as the picture is shown.

Directions - Question 4, Level One, Fourth Picture Set

1. Show the student the pictures.
2. Ask:

   "Which man is sitting?"

Directions - Question 5, Level One, Fifth Picture Set

1. Show the student the pictures.
2. Ask:

   "Which child is eating?"

Directions - Question 6, Level One, Sixth Picture Set

1. Show the student the pictures.
2. Ask:

   "Which woman is buying the ticket?"

Directions - Question 7, Level One, Seventh Picture Set

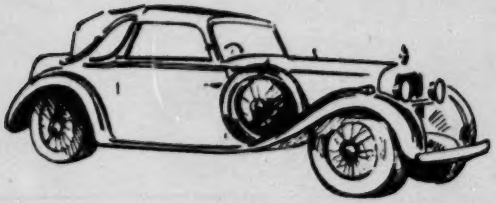
1. Show the student the pictures.
2. Ask:

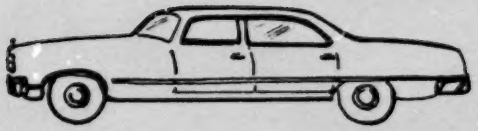
   "Which dog is black?"

Directions - Question 8, Level One, Eighth Picture Set

1. Show the student the pictures.
2. Ask:

   "Which girl is happy?"





Directions - Question 9, Level One, Ninth Picture Set

1. Show the student the pictures.
2. Ask:

   "Which car is new?"

Criterion

A minimum score of eight correct answers must be earned to proceed to Level Two.

SUGGESTIONS FOR TEACHING LEVEL ONE STUDENTS

1. If the student cannot identify nouns in Level One, you should begin lessons with an introduction to survival vocabulary and the identification of common nouns. Examples: names of foods, names of places in the community, names of clothing, names of furniture, etc.

2. If the student cannot identify pictures that indicate simple verbs and adjectives in Level One, you should include directed dialogue and repetition drills in beginning lessons. Examples: buying food, eating an apple, going to the store, "I go, you go, he goes," etc. Personal pronouns and the verb "to be" should be introduced with other simple verbs such as, "to go," "to eat," "to look," etc.

USEFUL TECHNIQUES FOR LEVEL ONE STUDENTS

1. Vocabulary exercises
2. Flash cards with pictures only
3. Minimal pair drills
4. Repetition drills
5. Substitution drills
6. Listening exercises
7. Short dialogues

LEVEL TWO (Basic survival vocabulary; expression of emotions and conditions in English.)

Directions

1. Ask the student Questions 1 through 5. Note that Questions 2 and 3 require special materials: a watch or clock and three different coins.

2. Show the student the following five picture pages, holding the book so that you can read Questions 6 through 10 printed on the opposite pages.

3. Accept any English response which indicates that the student understands the question.

4. Check correct responses on the Answer Sheet.

5. Write incorrect responses in the spaces provided on the Answer Sheet.

Directions - Questions 1 through 5, Level Two

1. Ask:

   "What day is today?"

2. Show the student a watch or point to a clock in the room. Ask:

   "What time is it?"

3. Lay out three different coins and ask the student to identify them by saying as you point to each one:

   "How much money is this?"

4. Ask:

   "Where do you go if you are sick?"

5. Ask:

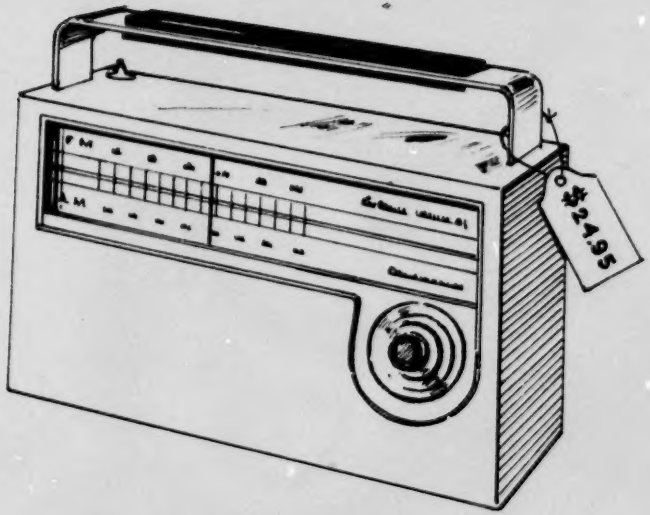
   "Where do you look if you need work?"

$6.00

Directions - Question 6, Level Two, First Picture Set

1. Point to the price tag on the shirt.
2. Ask:

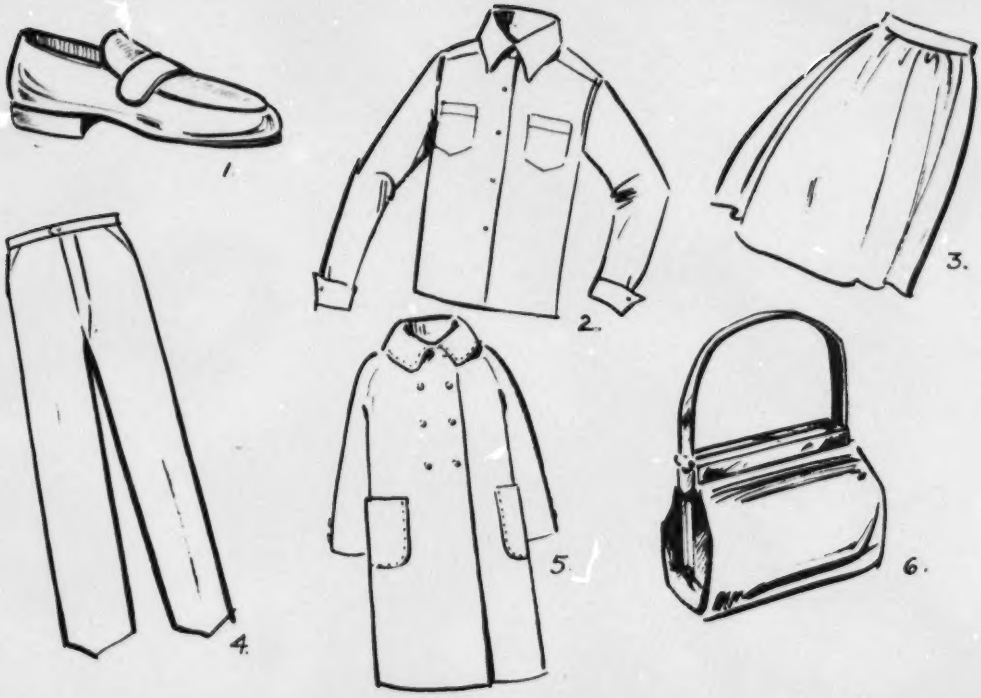
   "How much does this shirt cost?"


FM
AM
$24.95

Directions - Question 7, Level Two, Second Picture Set

1. Point to the sign near the radio.
2. Ask:

   "How much does the radio cost?"


1.
2.
3.
4.
5.
6.

Directions - Question 8, Level Two, Third Picture Set

1. Point to each item of clothing in the order indicated by the numbers.
2. As you point to each item, ask:

   "What is this?"

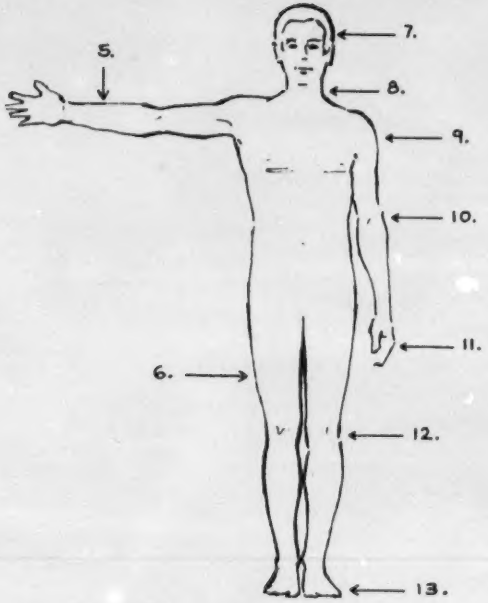
HOSPITAL
1.
2.
U.S. POST OFFICE
3.
SAVINGS BANK
4.
BOB'S GROCERY STORE
5.
SHELL
6.

Directions - Question 9, Level Two, Fourth Picture Set

1. Point to each building in the order indicated by the numbers.
2. As you point to each building, ask:

   "What is this?"

1.
2.
3.
4.


5.
7.
8.
9.
10.
11.
6.
12.
13.

Directions - Question 10, Level Two, Fifth Picture Set

1. Point to each part of the body in the order indicated by the numbers.
2. As you point to each part, ask:

   "What is this?"

Criterion

A minimum score of 23 correct answers must be earned to proceed to Level Three.

SUGGESTIONS FOR TEACHING LEVEL TWO STUDENTS

1. Level Two of the ESLOA deals with oral survival English in specific categories; dates, times, money, health, employment and community knowledge. If the student cannot respond in one specific category, use this as a beginning point for lesson planning. Center vocabulary, dialogues, drills, etc., around this particular area.

2. If the student cannot give acceptable oral response in any of these areas, choose an interest area or an immediate need area from the survival categories given.

USEFUL TECHNIQUES FOR LEVEL TWO STUDENTS

1. Vocabulary introduction
2. Dialogue
3. Substitution drills
4. Repetition drills
5. Listening comprehension exercises
6. Field trips

LEVEL THREE (Answering information questions; following patterns in present and present progressive tenses; responding in complete English sentences.)

Directions

1. Show the student the following 12 picture pages, holding the book so that you can read the question printed on the opposite page.

2. Encourage the student to respond in complete sentences.

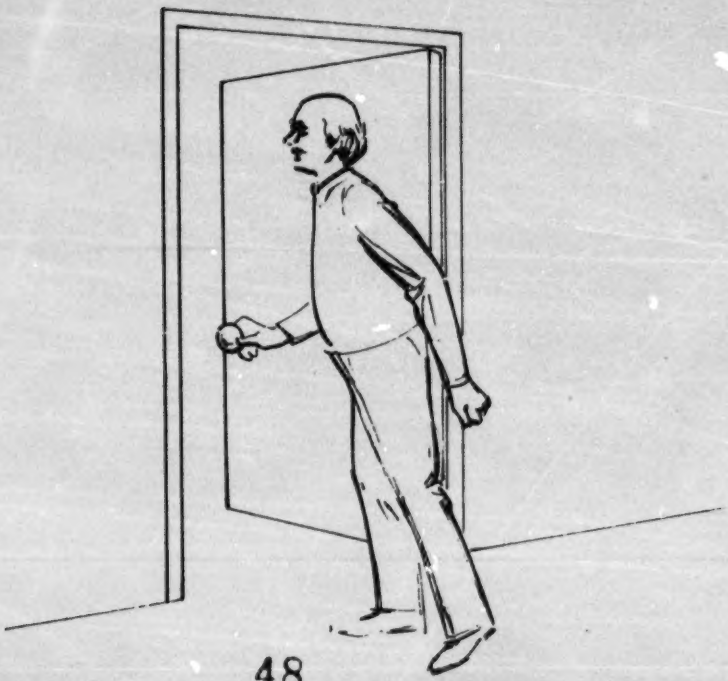
3. Place a check in the column on the Answer Sheet which most accurately describes the student's response.

4. Write incomplete responses in the spaces provided on the Answer Sheet.

Directions - Example 1, Level Three, First Picture Set

1. Show the student the picture.
2. Say:

   "Tell me about this picture. What is this boy doing?"
3. You may help the student in responding to this example by encouraging him or her to answer in complete sentences.
4. Repeat the example and provide the answer, if necessary.
5. If the student still doesn't understand, give Example II.



Directions - Example II, Level Three, Second Picture Set

1. This example needs to be given only if the student did not understand Example I.
2. Show the student the picture.
3. Say:

   "Tell me about this picture. What is this man doing?"
4. If the student cannot respond, stop testing.
5. Correct but incomplete responses are acceptable.

Directions - Question 1, Level Three, Third Picture Set

1. Show the student the picture.
2. Say:

   "Tell me about this picture. What is this woman doing?"

Directions - Question 2, Level Three, Fourth Picture Set

1. Show the student the picture.
2. Say:

   "Tell me about this picture. What is he doing?"

Directions - Question 3, Level Three, Fifth Picture Set

1. Show the student the picture.

2. Ask:

   "What is she doing?"

3. As soon as the student understands the procedure, you may discontinue pointing to the picture and saying, "Tell me about this picture." Go directly to the question as the picture is shown.

NOW PLAYING
Wild Bill
COMING

Directions - Question 4, Level Three, Sixth Picture Set

1. Show the student the picture.
2. Ask:

   "Where are they going?"

Directions - Question 5, Level Three, Seventh Picture Set

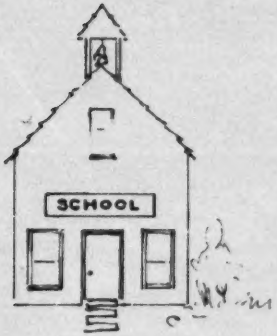
1. Show the student the picture.
2. Ask:

   "What are they eating?"

Directions - Question 6, Level Three, Eighth Picture Set

1. Show the student the picture.
2. Ask:

   "What does he have?"


SCHOOL

Directions - Question 7, Level Three, Ninth Picture Set

1. Show the student the picture.
2. Ask:

   "Where is she going?"

64

Directions - Question 8, Level Three, Tenth Picture Set

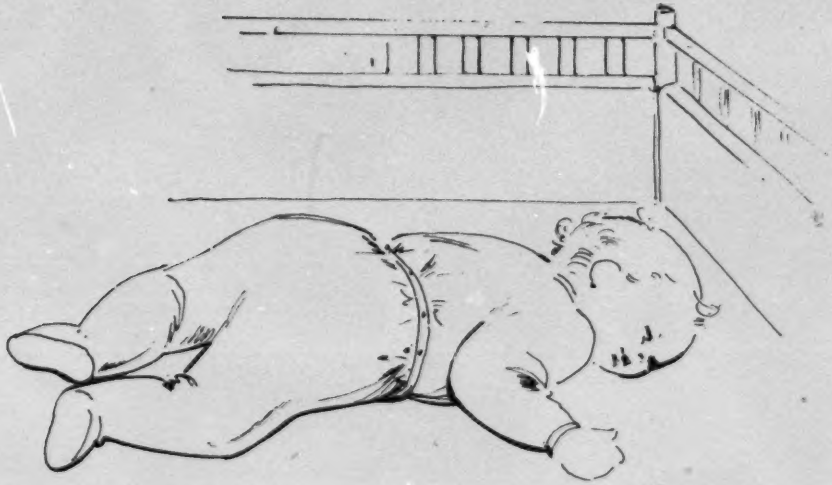
1. Show the student the picture.
2. Ask:

   "Why is she crying?"

Directions - Question 9, Level Three, Eleventh Picture Set

1. Show the student the picture.
2. Ask:

   "When does he go to work?"



Directions - Question 10, Level Three, Twelfth Picture Set

1. Show the student the picture.

2. Ask:

   "Who is sleeping?"

Criterion

A minimum score of 25 must be earned to proceed to Level Four.

Note that the Answer Sheet allows higher scores depending upon the completeness of the response.

SUGGESTIONS FOR TEACHING LEVEL THREE STUDENTS

1. If the student answers questions with incomplete sentences or incorrect verb forms, you should include extensive dialogues that contain target English patterns.

2. Dialogues that act as first lessons should be followed by structure drills that practice various conjugations of verbs. Examples: "I go," "you go," "he/she goes," "I went," "she went," etc.

USEFUL TECHNIQUES FOR LEVEL THREE STUDENTS

1. Dialogue
2. Structure drills (substitution, chain, transformation, expansion)
3. Minimal pair drills
4. Listening comprehension exercises
5. Conversational skills
6. Verb conjugation
7. Pronouns
8. Past tense

LEVEL FOUR (Grammatical structure in the formation of questions, transformation of negative to positive, and formation of past and future tenses.)

Directions

1. No picture clues are provided for this part of the assessment.
2. Give the student verbal examples for each type of response that is sought.
3. Encourage the student to respond in complete sentences.
4. Check acceptable responses on the Answer Sheet.
5. Write incomplete answers in the spaces provided on the Answer Sheet.

Directions - Statements 1 through 3, Level Four

1. Say:

   "Change these statements into questions. Use a complete sentence. For example, if I say, 'Pete is a policeman,' you would say, 'Is Pete a policeman?'"

2. If the student does not understand the directions, give another example. Say:

   "If I say, 'You eat lunch at 12 o'clock,' you would say, 'Do I eat lunch at 12 o'clock?'"

Statement 1: "The man is in class."

Statement 2: "My friends are walking home."

Statement 3: "The book is in the bookstore."

Directions - Statements 4 through 6, Level Four

1. Say:

   "Change these from positive statements to negative statements. Use a complete sentence. For example, if I say, 'You are a doctor,' you would say, 'I am not a doctor.'"

2. If the student does not understand the directions, give another example. Say:

   "If I say, 'You study music,' you would say, 'I do not study music.'"

Statement 4: "Today is Sunday."

Statement 5: "I need a cup of coffee."

Statement 6: "She goes to the store on Saturday."

Directions - Statements 7 through 9, Level Four

1. These answers are to be in past tense. Say:

   "Change these sentences from present to past tense. For example, if I say, 'Tonight I am watching television,' you would say, 'Last night I watched television.'"

2. If the student does not understand the directions, give another example. Say:

   "If I say, 'He works hard,' you would say, 'Yesterday he worked hard.'"

Statement 7: "I walk to work."

Statement 8: "You are hungry."

Statement 9: "The boy goes to bed early."

Directions - Statements 10 through 12, Level Four

1. These answers are to be in future tense. Say:

   "Change these sentences to future tense. For example, if I say, 'I am riding in a car,' you would say, 'Tomorrow I am going to ride in a car.'"

2. If the student does not understand the directions, give another example. Say:

   "If I say, 'They ask a lot of questions,' you would say, 'Tomorrow they will ask a lot of questions.'"

Statement 10: "I am working now."

Statement 11: "He swims in the lake."

Statement 12: "Yesterday you were late."

SUGGESTIONS FOR TEACHING LEVEL FOUR STUDENTS

1. Level Four is an assessment of the student's flexibility with language that he or she already knows.

2. The student at this level should be examining the order and changes in sentence structure when transforming from positive to negative, present to past, present to future, and statement to question.

USEFUL TECHNIQUES FOR LEVEL FOUR STUDENTS

1. Extended dialogue

2. Structure drills (substitution, transformation, repetition, chain, expansion)

3. Minimal pair drills

4. Conversational skills

5. Verb conjugation

APPENDIX A FREE EXPRESSION

The purpose of this section is to provide the student with an opportunity to demonstrate his or her verbal ability in English without being restricted to specific pictures or manipulation of syntax.

Directions

Ask the student the following questions. Be prepared to take an active part in the discussion in order to elicit and encourage informal conversation.

1. "What do you like to buy at the store?"
2. "What kind of work do you like to do?"
3. "What do you like to eat in a restaurant?"
4. "What television show do you like to watch?"

General Checklist for Free Expression			
	Good	Satisfactory	Needs Instruction
Degree of fluency			
Vocabulary level			
Pronunciation			
Structure			
Intonation			

APPENDIX B DEFINITION OF TERMS

Minimal Pair

Two words which are pronounced the same except for one sound. Examples: "pit" and "pet," "shoes" and "choose," "bag" and "bat."

Repetition Drills

A word, phrase, or sentence modeled by the teacher and repeated by the student. The repetitions may be done by several students together in a group situation. If the sequence of words or phrases is unfamiliar or if the sentence is long (six or more syllables), break it into smaller elements. It is easier to keep the same intonation when you start from the end of the sentence (backward buildup). Example:

1. Say:

   "He is going to read now." (Repeat several times.)

2. Say:

   "...read now." (Student repeats, "...read now.")

3. Say:

   "...going to." (Student repeats, "...going to.")

4. Say:

   "...going to read now." (Student repeats, "going to read now.")

5. Say:

   "He is going to read now." (Student repeats, "He is going to read now.")

Substitution drills

Replacement of one word in a sentence for another word of the same kind: (nouns, verb, adjectives, etc.)

Transformation drills

Changing a sentence from affirmative to negative, from a statement to a question, from present tense to past or future tense, etc. It's not necessary to use difficult words like "negative," "past tense," etc. Examples:

1. "Let's start each sentence with 'no.'"

2. "Let's use 'yesterday.'"

3. "Let's make some questions."

Chain drills

Requires more than one student. The first student makes a statement or asks a question of a second student. The second student responds, makes a statement, or asks a question of a third student, etc.

Expansion drills

Adding a word or expression to the basic sentence. Examples:

1. Say:

   "Let's add the word 'always' to these sentences. If I say, 'I have a pencil,' you would say, 'I always have a pencil.' (Student repeats entire sentence, adding the correct word in the correct place.)

2. Say: (At a later stage)

   "Let's add the expression, 'I know' to other sentences. If I say, 'The road is long,' you would say, 'I know the road is long.'"

Reference source from which definitions were adapted

Finocchiaro, Mary, English as a Second Language: From Theory to Practice, Regents Publishing Company, 1974.